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ABSTRACT

This curriculum guide outlines materials and ideas for a one-year exploratory course in French. In attempting to reach the broadest possible range of students in the community, emphasis is placed on individualized instruction, human relationships, options, and new processes for achieving greater comprehension and continuing understanding. The guide lists ten experiences, each in the form of a question. Outlines for the experiences suggest appropriate instructional goals, activities, techniques, and materials. The basic purpose of the course is to guide the student into a knowledge of French culture. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people are the essential ingredients of the course. The experiences serving as basic lesson themes are: (1) Who are you? How are you?, (2) What do you like in school?, (3) What do you like to do?, (4) Where do you live?, (5) What is your favorite holiday?, (6) What do you want to see in France?, (7) What do you want to be? What occupations are important?, (8) What will you bring to the picnic?, (9) Who's who at your house?, and (10) How do you spend your vacation? Supplementary classroom materials are appended. (RL)

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Jerome Davis
Associate Superintendent
Division of Instruction

Joshua R. Wheeler
Superintendent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Meeting Another Culture Through Language: FRENCH

Committee Members

Alex Mowery, Chairman
George Clark
Mary Conrad
John Harrison
Eleanor Harter
Patricia Morgenroth

Arthur L. Micozzi
Supervisor of
Foreign Languages

Carey K. Sentz
Coordinator of
Foreign Languages

Prepared under the direction of

Benjamin P. Ebersole
Director of Curriculum
and Instructional Services

Mary Ellen Saterlie
Coordinator, Office of
Curriculum Development

Katherine Klier
Curriculum Consultant

Towson, Maryland
1972

FL00 3799

BOARD OF EDUCATION OF BALTIMORE COUNTY

Towson, Maryland 21204

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Secretary-Treasurer and Superintendent of Schools

Foreword

The Board of Education of Baltimore County has consistently recognized the fundamental role of curriculum in the development of a quality school system. What children learn and how they learn it are the primary responsibilities of the schools.

Baltimore County has had a long tradition of curriculum development by teachers and staff members. The expertise which has evolved has earned this school system national recognition for its curriculum and has provided an educational program of excellence for its children. In developing curriculum guides, we have been particularly cognizant of the careful selection of patterns of organization, content, materials, and teaching suggestions. Significant trends in education as well as special needs within Baltimore County have been incorporated into the curriculum designs. Innovations with nationwide impact have originated in Baltimore County curriculum.

Meeting Another Culture Through Language: French and other guides prepared in 1972 mark a new dimension in curriculum development. They reflect an increased emphasis on individualization, human relationships, options, and new processes for depth in comprehension and continuing understanding.

Baltimore County has long offered a sequential foreign language program providing experiences in both a foreign language and a foreign civilization. In many cases, however, only selected students have been exposed to this liberalizing influence. With the development of the middle school concept, the County wishes to give foreign language experience to the broadest possible range of students who may or may not enter the Baltimore County sequential program. This guide attempts to present a plan for implementing such a course.

We anticipate that the quality of this curriculum will improve the quality of the education and ultimately the quality of life of the students for whom it has been prepared.

Joshua R. Wheeler
Superintendent of Schools

Towson, Maryland
July 1972

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OVERVIEW AND GUIDING PRINCIPLES

Overview

Meeting Another Culture Through Language: French outlines a workable organization for a one-year exploratory course in French. The introductory section of the guide includes the objectives for the course and some basic recommendations to the teacher.

The guide lists ten experiences, each put in the form of a question. The outlines for the ten experiences suggest appropriate instructional goals, activities, techniques, and materials. Each outline guides the teacher in his consideration of six aspects of lesson planning: setting objectives, choosing conversational frames, developing cultural insights, selecting songs and games, assigning student projects, and using audiovisual aids. General suggestions for the teacher complete the outline for each experience. The conversational frames form the basis for oral work growing out of the students' own interests. The cultural insights provide for understandings of daily life in France. The suggestions for songs, games, audiovisual aids, and student projects can help the teacher plan a series of stimulating experiences.

In the extensive appendix there is a wide variety of enjoyable, instructional materials.

The ten experiences form the framework of a course which, while complete in itself, may serve as an incentive for further study of the French people and language.

Guiding Principles

General Objectives

To provide enjoyable and aesthetically satisfying experiences which contribute to the development of a broad personality and an enriched life

To guide the student through his first extended contact with another culture, helping him through the period of "cultural shock" that is inherent in experiencing, for the first time, any unfamiliar language and culture

To create an empathy for other peoples and to foster open-minded, flexible attitudes toward change in an increasingly interdependent world

To increase the student's self-esteem as an individual and as a valued member of a widening social group

To make the student aware of some of the processes of communication and language learning

To provide carefully guided experiences in basic communication skills in a new language

To help the student communicate a limited number of ideas through a new language system

To develop the student's desire to continue extended foreign language study

Specific Objectives

To introduce the student to a variety of cultural experiences and understandings similar to those which would be familiar to his French counterpart of a comparable age level

To give exposure to the sights and sounds of modern France

To provide a broad variety of activities which involve all five senses and which are similar to the experiences familiar to a typical French child

To develop good listening habits needed for comprehension without recourse to English

To enable the student to take part in a variety of conversational situations involving common question-answer exchange

To allow the student to take part in a variety of learning activities in the form of songs and games

To create reasonably accurate pronunciation habits within a limited framework of meaningful utterances

To provide limited reading and writing exercises to reinforce well-known spoken forms

General Considerations

Motivation is a continuing process that cannot be isolated from the activities of a lesson. To engage the interest of the student, the teacher must get to know him as a person--to learn as much as possible about his family background, his general interests, his strengths and weaknesses, and his special talents.

The basic purpose of the course is to guide the student into a knowledge of French civilization. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people, therefore, become the essential ingredients of the course.

The student needs many models of native speech to learn to pronounce French correctly. He should be encouraged to acquire precise pronunciation habits, but not with such insistence on precision that his natural enthusiasm for communicating in his new language is stifled.

To express ideas within the framework of each experience, the student needs to develop an appropriate personal vocabulary. Teaching lists of isolated words will be of little use in helping him acquire this vocabulary.

The student needs extensive listening practice in order to realize the important role that the ear plays in learning a new language. Listening activities that are prepared without recourse to English are of particular importance in helping him come to this realization.

Controlled oral practice based upon real communication situations can aid the student in expressing his ideas in authentic French.

For this course reading activities will only begin to establish the new sound-letter relationships. Conversational frames with which the student is completely familiar can serve as the basis for his reading.

Limited writing activities that concentrate on accurate copying and labeling will avoid the intervention of the student's own phonetic system.

Evaluation of the student's progress is possible in terms of desirable work habits, attitudes, interest, and participation in class activities. The student should be involved at regular intervals in this evaluation and should be assisted in his decision of whether or not to continue his study of French.

Specific Recommendations for Implementing the Guide

Objectives

In setting up the objectives for each class session, keep in mind the overall objectives for the experience as a whole.

Set goals that reflect the student's interests and needs.

Help the student establish realistic personal goals and then assist him in achieving them.

Keep in mind that the year's work is meant to serve as an incentive to enter the sequential program.

Conversational Frames

Adapt the conversational frames to the interests and abilities of the student.

Avoid introducing vocabulary items that are an integral part of the first and second levels.

Encourage student-to-student communication within the limits of the conversational frames.

Cultural Insights

Emphasize the aspects of daily culture that are illustrated by the materials of each experience.

Teach the student songs which reflect the musical heritage of the country.

Use materials that show the authentic French way of life.

Be prepared to give very specific help in working with maps.

Demonstrate and have the student use appropriate gestures in conjunction with the conversational frames.

Encourage the student to look for points of contrast and comparison in American and French life.

Songs and Games

Use songs and games to maintain student enthusiasm and to reinforce the conversational frames of each experience.

Teach authentic folk songs as an important aspect of French culture.

Let the student listen frequently to a wide variety of French music.

Adapt games to the ability level of the class.

If necessary, adapt the more difficult games from the Appendix to oral activities by using the overhead projector.

Audiovisual Aids

Let French culture speak for itself through the presentation of many visual and audio stimuli.

Use only those segments of films and filmstrips which most clearly illustrate the cultural points being considered.

Encourage student participation in the search for pictures, realia, and other illustrative materials.

Student Projects

Replace the traditional homework assignment with student activities that do not require reading or writing in French.

Have the student search for materials for his "Cahier d'images" and for the class museum.

Let student committees plan and assemble bulletin board displays.

In conjunction with certain activities, suggest that the student may send in coupons found in French magazines or may write to French government agencies for information.

Encourage the resourceful and imaginative student to engage in projects beyond those specifically recommended in the guide.

Suggestions for Teacher Planning

Let the ability level of the class determine the number of experiences to be presented.

Avoid spending a disproportionate amount of time on any one experience.

Select the vocabulary items within the conversational frames which best fit the needs of the class.

Present the experiences in any order that seems appropriate for a specific class.

Work with the students towards correct French pronunciation but be realistic in your expectations.

Devote only a small part of any class period to pronunciation exercises.

Disregard the teaching of structure.

Use French as much as possible in the classroom.

Remember thet Meeting Another Culture Through Language: French is an exploratory and not an in-depth course.

Emphasize cultural concepts rather than language "mastery."

EXPERIENCES

WHO ARE YOU AND HOW ARE YOU?

Objectives

To use French names and titles of address

To use common expressions of greeting

To shake hands in the French manner

To differentiate between "vous" and "tu"

To tell one's age in French

To practice the sounds /a/ as in "va", /ɑ/ as in "pas", /ɑ̃/ as in "ans", and /wa/ as in "toi"

Conversational Frames

Comment t'appelles-tu? Je m'appelle... (For a list of French names see Appendix, p. 26)

Comment vas-tu? Comment allez-vous? Ça va? Je vais bien, merci, et toi? et vous? Ça va (with various intonations). Ça ne va pas.

Bonjour. Au revoir, monsieur (madame, mademoiselle).

Quel âge as-tu? J'ai 10 (11, 12) ans.

Cultural Insights

Shaking hands in the French manner with "Bonjour" and "Au revoir"

Use of "tu" and "toi" with classmates and "vous" when addressing the teacher with "Comment allez-vous?" and "Et vous?"

Observation of the kiss on the cheeks in various films

Use of title without last name, as in "Bonjour, monsieur "

Songs and Games

"Bonjour," (Salut! Nous allons chanter, p. 4)

"La recette de Papa," (Bonjour, avril, 1971)

Mots croisés #1 (See Appendix p. 45)

Faire-une-phrase (See Appendix p. 34)

Audiovisual Aids

Filmstrips

Pathescope-Berlitz French Language Series (Appropriate frames showing greetings in various situations throughout the series)

Films

Arrivée d'Elisabeth (OIMS Media Library film #5537, for scenes of greeting)

En promenade (OIMS Media Library film #5608, for examples of use of "tu" and "vous")

France - Molly visite ses cousins parisiens (OIMS Media Library film #4117, for scenes of familiar embracing among relatives)

Student Projects

Make a namecard for the desk as soon as French pronunciation of own name is drilled orally.

Bring in photo of self for bulletin board.

Begin a "Cahier d'images" with pictures of people greeting each other (See Appendix, p. 30).

Bring in articles, advertisements, and objects for the class museum (See Appendix, p. 30).

Draw self and label with French name.

Copy expressions after they are controlled orally.

Suggestions for the Teacher

Give spelling of names only after pronunciation is drilled orally.

Give written forms only after oral practice; let the class dictate as you write on the board or a transparency.

Use only relevant portions of films and filmstrips to show cultural points.

Teach only the one title (monsieur, madame, mademoiselle) needed in the classroom.

Pictures for the "Cahier d'images" may be either drawn or cut out of magazines.

Insist on good overall pronunciation but concentrate especially in this unit on the selected sounds.

WHAT DO YOU LIKE IN SCHOOL?

Objectives

To say what one likes and dislikes in school

To compare and contrast French and American school schedules

To practice the sound /i/ as in "histoire"

Conversational Frames

J'aime l'école (le français, l'anglais, l'histoire, les mathématiques, les sciences, la gymnastique, les vacances, les professeurs, le déjeuner, les sports, mes copains, les devoirs, le football, le soccer, le baseball, le basketball, le volleyball).

Je n'aime pas...

Cultural Insights

Scheduling of classes in French schools on Saturday with a free day during the week

Organization of the school day to provide time for a longer lunch and more subjects

Representation of titles by abbreviations: M., Mlle, Mme

Songs and Games

"Saute, Jeannette, Saute!" (For instructions and tune, see Appendix, p. 58)

Pantomime commands (See Appendix, p. 33)

Jouons à la marelle (See Appendix, p. 34)

Baseball version of "Faire-une-phrase" (See Appendix, p. 34)

Audiovisual Aids

Films

Ces chers petits, Parts I and II (OIMS Media Library film #1712, for scenes of typical French elementary school)

Une journée au lycée (OIMS Media Library film #5283, for a typical high school boy's day)

La rentrée (OIMS Media Library film #5542, for scenes of high schoolers returning to school in the fall)

Student Projects

Make a personal "emploi du temps" of one's classes.

Collect illustrations of sports for the "Cahier d'images."

Make a collage of sports activities for a bulletin board.

Suggestions for the Teacher

Show the students a sample class schedule of a French student (See **La France actuelle**, p. 195).

Give only the vocabulary necessary to talk about the students' own schedules.

Use excerpts from films and filmstrips to show actual French school situations.

Give written names of sports only as students bring in pictures (a student-originated lesson).

WHAT DO YOU LIKE TO DO?

Objectives

To tell one's favorite pastimes

To confess what one does not like to do

To relate what someone else likes or does not like to do

To compare and contrast French and American use of leisure time

To practice the sound /e/ as in "aller"

Conversational Frames

Qu'est-ce que tu aimes faire? J'aime regarder la télévision (regarder le Guignol, écouter la radio, parler au téléphone, aller au cinéma, aller chez mes amis, écouter les disques, faire de la bicyclette, faire de la motocyclette, sauter à la corde, jouer à la marelle, jouer de la guitare, monter a cheval, manger, dormir, étudier, faire les devoirs).

Je n'aime pas...

Qu'est-ce qu'il aime faire? Qu'est-ce qu'elle aime faire? Il (elle) aime...

Cultural Insights

Comparison and contrast of French and American games.

Comparison of French and American students' pastimes.

Lack of American-style football in France.

Popularity of marionettes among French children.

Songs and Games

Scrambled words (See Appendix, p. 38)

Sports pantomime (See Appendix, p. 34)

Quel sport? (See Appendix, p. 39)

"Le jeudi à Paris", (Salut! Nous allons chanter, p. 25)

Audiovisual Aids

Filmstrips

"Au cinéma" (Pathescope-Berlitz French Language Series, Lesson 10)

"Une promenade dans Paris" (Selected frames showing a "Guignol")

Films

Feu vert (OIMS Media Library film #5544, for scenes of motorcycling)

Bricolage (OIMS Media Library film #5545, for scenes of telephoning)

Ces chers petits, Part 1 (OIMS Media Library film #1712, for scenes of French children at play)

En promenade (OIMS Media Library film #5608, for activities in the park)

Transparencies

Teacher-made transparencies of sports and games (Bonjour, mai, 1969, et al.)

Student Projects

Collect more pictures of sports and of hobbies and other activities for the "Cahier d'images."

Add more illustrations to the bulletin board collage of activities.

Pantomime one's favorite pastime in class for other students to identify with the proper French term.

Bring in favorite records of instrumental music to play to the class.

Suggestions for the Teacher

Give the written vocabulary for only those activities for which the students have found illustrations.

Limit the vocabulary of this experience to those activities in which the students are interested.

WHERE DO YOU LIVE?

Objectives

To tell in very general terms where one lives

To locate neighborhood landmarks on a simple map

To compare and contrast visually French and American residences

To practice the sound /y/ as in "rue"

Conversational Frames

Je demeure aux Etats-Unis (à Baltimore, en ville, à la campagne, dans la rue X, dans une grande maison, dans une petite maison, dans une maison propre, dans une maison sale, dans un appartement).

Il (Elle) demeure en France (à Paris).

Voici, voilà (with names of community landmarks).

Cultural Insights

Locating France on a world map

Observing kinds of French houses (as a visual experience only)

Songs and Games

"Où est papa?," (Salut! Nous allons chanter, p. 9)

"Un kilomètre à pied," (Petites Conversations, p. 10)

Où sommes-nous?, (See Appendix, p. 49)

Audiovisual Aids

Filmstrips

Pathescope-Berlitz French Language Series (Appropriate frames throughout the series showing French dwellings)

Films

Arrivée d'Elisabeth (OIMS Media Library film #5537, for an upper-class home)

Bricolage (OIMS Media Library #5545, for a middle-class home)

La famille française Brunel (OIMS Media Library film #4110, for a working-class home)

Student Projects

Continue collection of pictures for the "Cahier d'images."

Cut out pictures of French dwellings from back issues of French magazines for a bulletin board display.

Draw a diagram of one's neighborhood.

Illustrate the two pairs of contrasting adjectives in this lesson with pictures and sketches.

Label on a map of North America and Europe the geographical names used in this lesson.

Suggestions for the Teacher

Limit addresses to the name of the street; do not include house numbers.

Teach only the community words of the places in the students' own neighborhoods.

WHAT IS YOUR FAVORITE HOLIDAY?

Objectives

To recognize typical symbols of some French holidays

To observe how French people celebrate holidays

To compare and contrast French and American holiday celebrations

To practice the sound /u/ as in "Toussaint"

Conversational Frames

J'aime le Jour de l'An (les étrennes), Mardi Gras (carnaval), Pâques (les cloches qui s'envolent à Rome), le 1 mai (le muguet), le 14 juillet (le feu d'artifice), le 1 novembre (la Toussaint), le Noël (le père Noël, l'arbre de Noël, la crèche, les cadeaux).

Cultural Insights

Celebration of both one's birthday and one's name day

Giving of gifts for "le Noël," "le Jour de l'An," "l'anniversaire," and "la fête du saint"

Songs and Games

"Les fêtes," (Salut! Nous allons chanter, p. 22)

"Mardi gras," (Salut! Nous allons chanter, p. 27)

Selected French Christmas carols

"La Marseillaise," (Chansons de France, p. 48)

"Bon anniversaire"

Audiovisual Aids

Filmstrip - Record combinations

Christmas Songs in Foreign Languages (Society for Visual Education)

Film

Le Quatorze Juillet (OIMS Media Library film #4116)

Student Projects

Make greeting cards to exchange with others in the class.

Prepare some simple French holiday foods

Decorate the classroom and bulletin boards with illustrations of holiday symbols.

Suggestions to the Teacher

Bring to class foreign language greeting cards that are available in many card shops in the Baltimore area.

If this unit occurs in winter, emphasize "Noël "; if in spring, "Pâques."

See "French Holidays and Customs" in Getting to Know France, pp. 121-130.

See "Noël en France," Basic French Reader, pp. 60-67.

Throughout the year mention additional holidays such as "Poisson d'avril " and "Saint Valentin" as time permits and student interest dictates.

Note the error in Salut! Nous allons chanter in the song "Toute la famille," third verse. In spite of the fact that "Pâques" is masculine, the greeting "Happy Easter" is "Heureuses Pâques."

WHAT DO YOU WANT TO SEE IN FRANCE?

Objectives

To draw the map of France and locate some of the principal cities

To observe and name some geographical landmarks of France

To become familiar with some famous tourist attractions

To practice the sound /o/ as in "auto" and /ɔ̃/ as in "Lyon"

Conversational Frames

Je veux voir (visiter) Paris (Marseille, Lyon, Avignon, Limoges, Bordeaux, Roquefort, Strasbourg, une parfumerie, une usine d'automobile, une mine de charbon, une cave de vin, la tour Eiffel, l'Arc de Triomphe, un musée, un grand magasin, une cathédrale, le métro, une ferme, un vignoble, la plage, les Alpes, le Mont-Blanc).

Cultural Insights

Discovering the physical aspects of some of the principal cities and provinces of France

Locating the principal French cities and provinces

Naming some of the industries important to the French economy

Songs and Games

"En passant par la Lorraine," (Petites Conversations, p. 51)

"La Seine," (See Appendix, p. 57)

"Qui chante à Paris," (Salut! Nous allons chanter, p. 28)

"Sur le pont d'Avignon," (Salut! Nous allons chanter, p. 29)

"A Paris," (See Appendix, p. 59)

Tu as chaud! Tu as froid!, (See Appendix, p. 50)

Les mots coupés en deux, (See Appendix, p. 39)

Les villes en France mots croisés, (See Appendix, p. 41)

Audiovisual Aids

Filmstrips

A Year in France (Appropriate frames throughout the series showing scenes of France)

"Une promenade dans Paris" (Gessler; selected frames to illustrate monuments)

Film

Sur la tour Eiffel (OIMS Media Library film #5543, for a panoramic view of Paris)

Student Projects

Collect perfume ads or automobile ads from magazines for the "Cahier d'images."

Bring in postcards and other pictures of France for a bulletin board display.

Make a map of France and label the places discussed throughout the experience.

Prepare a list of monuments and tourist attractions one would like to visit.

Suggestions to the Teacher

Avoid becoming too technical in the presentation of French industries.

Encourage interested students to make illustrated maps showing regions, industries, tourist attractions.

See Getting to Know France, pp. 21 - 81, and other recent texts on France for background information on the country.

WHAT DO YOU WANT TO DO? WHAT OCCUPATIONS ARE IMPORTANT?

Objectives

To name at least three professions or occupations that interests one

To recognize the French names of important service occupations

To become familiar with special professions in France

To practice the sounds /œ/ as in the word "acteur" and /œ̃/ as in "un"

Conversational Frames

Qu'est-c e que tu es? Je suis élève.

Qu'est-ce que tu voudrais être? Je voudrais être... (For a list of professions and occupations from which to choose those which interest the students, see Appendix, p. 28)

Qui est important?

Cultural Insights

Comparison and contrast of the employment ambitions of typical Americans and Frenchmen

Recognition of the importance of service occupations and petite commerçants, especially in France

Familiarity with the vocabulary of uniquely French occupations

Identification of the workers one would most likely meet on a trip to France

Songs and Games

"Qui est-ce?," (Salut! Nous allons chanter, p. 14)

"Les gens du village," (Bonjour, novembre, 1970)

"Je voudrais être," (See Appendix, p. 57), for the script for this song by the Singing Nun to be treated for listening enjoyment)

Choisissez un métier, (See Appendix, p. 39)

Je voudrais être artiste, (See Appendix, p. 34)

Audiovisual Aids

Film

Arrivée d'Elisabeth (OIMS Media Library film #5537, for the sequence showing the service workers one meets upon arriving in France)

Filmstrips

Pathescope-Berlitz French Language Series (Appropriate frames throughout the series to illustrate the vocabulary for the experience)

Transparencies

Teacher-made transparencies of professions and occupations

Student Projects

Collect pictures from Match of both professional and service workers for the "Cahier d'images."

Prepare a bulletin board display of interesting and important occupations.

Suggestions for the Teacher

Limit the vocabulary of the experience to those terms needed for the cultural insights and to those needed for the occupations which interest the students.

See Getting to Know France, pp. 98 - 105, Comment Vivent les Français, pp. 62-89 and other recent texts on France for background information on the French at work.

WHAT WILL YOU BRING TO THE PICNIC?

Objectives

To learn the names of some picnic foods

To compare and contrast a typical picnic in France and in the United States

To practice the sound [ɛ] as in "terre," and [ɛ̃] as in "vin"

Conversational Frames

Dans le panier il y a du pain (du vin, du fromage, des fruits, des saucissons, de la salade, de l'eau minérale).

N'oublie pas les pommes chips (les sandwichs assortis, le Coca, la salade de pommes de terre, le melon d'eau, les oeufs durs).

Cultural Insights

Enjoying a typical French picnic

Tasting some French foods

Songs and Games

"Frère Jacques," (See jazz version, Bonjour, décembre, 1969)

"Pommes, pêches et poires," (Salut! Nous allons chanter, p. 22)

Dans le panier, (See Appendix, p. 33)

Daniel n'aime pas les os, (See Appendix, p. 34)

Audiovisual Aids

Films

Le pique-nique (OIMS Media Library film #4125)

Départ en vacances (OIMS Media Library film #5539 for additional scenes of a typical family picnic)

Transparency

"In the Country" (Technifax, projectual #02713)

Student Projects

Plan a class picnic with typical French and American picnic foods.

Report on French foods available in the gourmet section of the local food markets.

Collect pictures from *Match* of French foods for a bulletin board display.

Suggestions for the Teacher

Plan and execute an actual picnic if possible; as an alternative, have a cheese-tasting party serving a selection of cheeses, French bread and mineral water.

Limit the vocabulary of the experience to the food items needed for a picnic.

WHO'S WHO AT YOUR HOUSE?

Objectives

To review ages, names and occupations

To describe members of one's family

To practice the sounds /j/ as in "famille"

Conversational Frames

Mon père est... (See list of occupations, Appendix, p. 28)

Il est grand (petit, gros, mince, beau, sympa, strict, aimable).

Ma mère est... (See list of occupations, Appendix, p. 28)

Elle est grande (petite, grosse, mince, belle).

Mon frère (Ma soeur) s'appelle... Il (Elle) a ... ans.

Cultural Insights

Recognition of the French father as the true head of his family

Comparison of the roles of French and American parents

Songs and Games

"Que fait ton père?," (Salut! Nous allons chanter, p. 7)

Placer-le-mot, (See Appendix, p. 40)

L'anagramme, (See Appendix, p. 39)

Audiovisual Aids

La famille française Brunel (OIMS Media Library film #4110, for scenes of daily life in a typical working-class family)

Bricolage (OIMS Media Library film #5545, to illustrate family relationships)

Panne d'essence (OIMS Media Library film #5547, to illustrate the disciplinary role of the French father)

Student Projects

Collect pictures for the "Cahier d'images" to show the members of one's family.

Prepare a bulletin board display illustrating any family, in fact or fiction, such as the presidential family, Cinderella's family, the three little pigs.

Bring in a picture of oneself as a baby for a "cutest baby" contest.

Suggestions for the Teacher

Have each student learn only the items of vocabulary that are applicable to his own family.

If any student is hesitant to speak about his own family, allow him to invent one.

HOW DO YOU SPEND YOUR VACATION?

Objectives

To relate a few activities of a typical vacation

To review and add to the vocabulary of sports and pastimes

To practice the sound /ø/ as in "feu"

Conversational Frames

Je voyage en avion (en auto, en bateau, par le train).

Je vais à bicyclette (à pied, à motocyclette).

Je vais en Floride (en Pennsylvanie).

Je vais à la pêche.

Je nage (joue, me bronze, travaille chez moi).

Je ne fais rien!

Cultural Insights

Similarities in vacation activities in France and in the United States

Comparison of favored modes of transportation in France and in the United States

Understanding the typical French student's school holidays

Songs and Games

"Feu vert, feu rouge," (Salut! Nous allons chanter, p. 14)

"Voyageons!," (Salut! Nous allons chanter, p. 9)

"Vive l'automobile!," (Ça va, mars, 1971)

Les moyens de transport, (See Appendix, p. 46)

Quel est le message? (See Appendix, p. 48)

Le jeu de piscines (See Appendix, pp. 50-56)

Catégories cryptiques, (See Appendix, p. 33)

Audiovisual Aids

Films

En vacances (OIMS Media Library film #5612)

A la plage (OIMS Media Library film #5611)

Vacances en Bretagne (OIMS Media Library film #5540)

Bon anniversaire (OIMS Media Library film #5549 for sequence on departure by train for vacation in the Midi)

Filmstrips

"Suivons la famille Dumollet" (Selected frames to illustrate typical vacation activities)

Pathescope-Berlitz French Language Series (Selected frames throughout the series to show various modes of transportation in France)

A Year in France (Selected frames throughout the series to show scenic vacation spots in France)

Student Projects

Plan a family vacation trip to France.

Show slides or pictures of a recent family vacation.

Collect or draw pictures of recreational activities for the "Cahier d'images".

Prepare a bulletin board display showing favorite leisure time activities.

Suggestions for the Teacher

Adapt the vocabulary of the conversational frames to the interests of the class.

See *Guide France*, p. 273, for a list of school holidays in France.

See *Getting to Know France*, pp. 106 - 110, and other recent texts on France for background reading on other aspects of the French at play.

APPENDIX

Boys' Names

Alain
Alban
Albert
Alexandre
Alfred
André
Antoine
Armand
Arthur
Augustin

Benjamin
Benoît
Bernard
Bertrand
Bruno

Charles
Christian
Christophe
Claude
Clément

Daniel
David
Denis
Dominique

Edmond
Edouard
Emile
Etienne
Eugène

Félix
Ferdinand
Fernand
Francis
François
Frédéric

Gabriel
Gaston
Gauthier
Geoffroy
Georges
Gérard
Gilbert
Grégoire
Guillaume
Guy

Henri
Hervé
Hubert
Hugues

Jacques
Jean
Jean-Claude
Jean-Louis
Jean-Paul
Jean-Pierre
Jérôme
Joel
Joseph
Jules
Julien

Laurent
Léo
Léon
Léonard
Louis
Luc
Lucien

Marc
Marcel
Martial
Martin
Mathieu
Maurice
Michel

Nicolas

Olivier

Patrice
Patrick
Paul
Philippe
Pierre

Raoul
Raymond
Régis
Rémi
René
Richard
Robert
Rodolphe
Roger
Roland

Samuel
Serge
Simon
Sylvain

Théodore
Thierry
Thomas

Victor
Vincent

Xavier

Yves
Yvon

Girls' Names

Adèle
Agnes
Alice
Amélie
Andrée
Angèle
Anita
Anne
Anne-Marie
Annette
Annick
Antoinette
Arlette

Barbara
Béatrice
Bernadette
Berthe
Blanche
Brigitte

Carmen
Caroline
Catherine
Cécile
Charlotte
Christiane
Christine
Claire
Claude
Claudette
Claudine
Colette

Danièle
Denise
Diane
Dominique
Dorothée

Edith
Elaine
Eléonore
Eliane
Elisabeth
Elise
Emilie
Emanuelle
Eva
Eve
Eveline

Florence
France
Francine
Françoise

Gabrielle
Geneviève
Georgette
Germaine
Gilberte
Ginette
Gisèle

Hélène
Henriette

Irène
Iris
Isabelle

Jacqueline
Jeanne
Jeannette
Jeannine
Josette
Judith
Julie
Juliette

Laure
Lise
Louise
Lucette
Lucie
Lucienne
Lucile

Madeleine
Marcelle
Marguerite
Marianne
Marie
Marie-Ange
Marie-Anne
Marie-Claire
Marie-Thérèse
Marthe
Martine
Michèle
Micheline
Monique

Nadette
Nadine
Nancy
Nanette
Nathalie
Nicole

Odette
Odile

Patricia
Paule
Paulette
Pauline
Pierrette

Rachel
Raymonde
Régine
Renée
Rita
Rose
Roselyne
Rosine

Sara
Simone
Solange
Sophie
Suzanne
Sylvie

Thérèse

Véronique
Virginie
Viviane

Yvette
Yvonne

Professions and Occupations

English	French
actor (actress)	acteur (actrice)
airline stewardess	hôtesse de l'air
architect	architecte
artist	artiste
astronaut	astronaute
assembly line worker	assembleur
baker	boulanger
banker	banquier
barber	coiffeur, barbier
beautician	coiffeuse
bricklayer	briquetier
businessman	homme d'affaires
butcher	boucher
carpenter	charpentier
cashier	caissier
chauffeur	chauffeur
clown	clown, bouffon
cook	chef, cuisinier (cuisinière)
craftsman	artisan
dancer	danseur (danseuse)
dentist	dentiste
doctor	médecin, docteur
dressmaker	couturier (couturière)
electrician	électricien
engineer	ingénieur
farmer	fermier
florist	fleuriste
fireman	pompier
garbage collector	boueur
government worker	fonctionnaire
hatmaker	chapelier
hobo	vagabond, clochard
housewife	ménagère
insurance salesman	assureur
jeweler	joaillier
judge	juge
laundress	blanchisseuse
lawyer	avocat
librarian	bibliothécaire
mailman	facteur
manufacturer	fabricant
mason	maçon
mechanic	mécanicien
merchant	marchand
milkman	laitier
miner	mineur
minister	pasteur
model	mannequin
musician	musicien

newspaper reporter	journaliste
nurse	infirmière, garde-malade
painter	peintre
pharmacist	pharmacien
photographer	photographe
pilot	pilote
plumber	plombier
policeman	agent de police
politician	homme politique
porter	porteur
priest	prêtre
printer	imprimeur
radio announcer	speaker (speakerine)
sailor	marin, matelot
salesclerk	vendeur (vendeuse)
scientist	homme de science
secretary	secrétaire, dactylo
service station attendant	garagiste, pompiste
shoemaker	cordonnier
singer	chanteur (chanteuse)
steel worker	aciériste
student	étudiant (étudiante)
surgeon	chirurgien
surveyor	arpenteur
teacher	professeur, instituteur (institutrice), maître d'école (maîtresse d'école)
thief	voleur
veterinarian	vétérinaire
waiter (waitress)	serveur, (serveuse), garçon
(no exact English equivalent)	concierge

Student Projects

L'objet de la semaine

Make a simple pedestal or stand for displaying art objects. Any common object or French item, preferably brought in by a student, can be used for this purpose.

The object should be left on display for a week and named in French at some point during each class, at first by the teacher, later by a student. (The echo device could be used.) Near the end of the week the name of the object can be written on a label.

Le cahier d'images

Ask the students to keep a scrapbook of a collection of pictures, cartoons, or drawings that illustrate the conversational frames. The scrapbook can be arranged in any order that the student wishes.

The pictures in the scrapbook are to be labeled only after the student can correctly pronounce and spell the written form of the word. (A class period can be used to find or draw the pictures and assemble them into the scrapbook.)

This should not be a formal notebook.

Le musée

The students should bring to class as many French objects as they can find for a display in a showcase or on a table in the classroom. They should label each item, stating the name of the owner and the origin of the item. It is good to allow the students to handle the displays, but valuable objects should be protected in a locked case.

Suggested objects that might be brought in for the museum are: dolls, postage stamps, letters, postcards, books, pictures, etchings, foods (mustard from Dijon, canned pâté de foie gras from Strasbourg), bottles (wine, perfume), clothing (bérets, scarves), china (Haviland-Limoges, Quimper), money.

Recipes

Poulet Grillé (Broiled Chicken)

1/4 lb. butter, well softened
1 T. lemon juice
1 T. soy sauce
2 cloves garlic, finely minced
1/4 t. thyme
1 t. tarragon
2 broiling chickens (2 1/2 lbs. each), quartered
Pepper
2 T. coarse (kosher) salt
Chopped parsley

Preheat broiler to highest heat for 15 minutes. Cream butter, adding lemon juice a few drops at a time. Then slowly beat in soy sauce, garlic, thyme and tarragon. Spread this butter paste on both sides of chicken with a pastry brush. Reserve a little paste for basting. Place chickens--skin side down--on rack 4 inches below heat. Season lightly with pepper and 1 T. salt.

Baste chicken every 5 minutes, first with remainder of butter paste, then with drippings. Turn after 15 minutes (be careful not to puncture the skin). Season again with sprinkle of pepper and remaining 1 T. salt. Broil 10 minutes more, basting twice. Test to see if chicken is done by plunging fork into leg. If juice is not pink, chicken is done. Sprinkle with chopped parsley.

Salade Niçoise (Riviera-style Salad)

1 head romaine
4 tomatoes
1 green pepper
1/2 cup red onion, cut in paper-thin slices
1 can (6 1/2 oz.) oil-packed tuna
1 cucumber, cut in thin slices
3 hard-cooked eggs, cut in quarters
12 anchovy fillets
12 black Greek or Italian olives
1 cup toasted garlic croutons
1/4 cup finely chopped parsley
1 cup French Dressing (double recipe)

Wash, dry and chill romaine. Break leaves into salad bowl. Peel, seed and cut tomatoes into quarters; place on top of romaine. Over this arrange green pepper (cut into 1/2" strips), onion slices, tuna (drained and broken into pieces) and cucumber slices. Now arrange quartered eggs over the other ingredients and drape an anchovy fillet on each quarter. Sprinkle with the olives, croutons and parsley. Serve with French Dressing.

NOTE: Do not toss salad until the bowl is on the table and guests have had a chance to feast their eyes on your colorful arrangement.

Salade de Tomates (Tomato Salad)

6 ripe tomatoes
3 T. red wine vinegar
1/2 cup olive oil
2 t. salt
1 t. freshly ground pepper
Dash dry mustard
2 T. chopped fresh chives
2 T. chopped fresh parsley
1/2 t. sweet basil

Wash and dry chilled tomatoes. Slice very thin and arrange neatly on a serving platter. Stir together wine vinegar , olive oil, salt, pepper and dry mustard. Pour over the tomatoes and sprinkle on chives, parsley and sweet basil.

Serves 6.

NOTE: This tomato salad can also be served as an hors d'oeuvre, accompanied by warm, crusty French bread.

Sauce Vinaigrette (French Dressing)

2 T. red wine vinegar
6 T. olive oil
1/2 t. salt
1/4 t. freshly ground pepper
Dash dry mustard

Stir together all ingredients. Pour over freshly washed (and dried) greens of your choice--maybe Boston or Bibb lettuce and watercress. Toss well, so leaves are lightly coated with the dressing.

Makes 1/2 cup (enough for 6 servings).

NOTE: The key points to remember if you want a superlative salad: dry greens, chill them thoroughly and toss very well. It is important that every leaf be coated with dressing on both sides!

Dans le panier

Put pictures of French and American picnic foods on cards. Divide the class into teams and give one card to each student. Each student names in turn his food and all the foods previously mentioned (using as reminders the preceding pictures which have been identified and are being held by the students who have already participated). Each correct turn earns the team one point.

Sample list for the picnics:

American: le Coca, le fromage américain, les chips, le hot dog, les sandwichs au beurre de cacahuètes, le melon d'eau, le thé glacé, le hamburger

French: le pain, le vin, le fromage français, les frites, les saucissons, les sandwichs au paté de fois gras, les fruits, la bière

Catégorie cryptique (Vacances))

Tell the students that "QXZW" is a coded word for the English word "post." They will see that "Q" is the code letter for "P," "X" for "O," "Z" for "S" and "W" for "T." In the French examples below, the letters "DRBP" are already decoded. Have the students continue through the eight examples to discover the vocabulary words pertaining to vacations.

1. D R B P
   A U T O
2. F D B X D R
   - - - - - -
3. B C D M Y
   - - - - -
4. D N M P Y
   - - - - -
5. Y D Q X
   - - - -
6. N P V D Q X
   - - - - - -
7. B L D N D M H H X
   - - - - - - - - -
8. J L P W X Y D I X
   - - - - - - - - -

Commands in Pantomime

Divide the class into teams. State a command in French. The first team to volunteer and correctly perform the command in pantomime gets a point.

Sample commands: Jouez au baseball (tennis, volleyball, golf, bowling), à la marelle. Jouez du piano (violon), de la guitare, de la flûte, du trombone, de la trompette, du tambour. Sautez à la corde. Skiez, patinez, nagez, reposez-vous.

Faire-une-phrase

On index cards place vocabulary words from the unit. Put one word on each card. The student will take a card and will try to make a simple French sentence using the word from the card. If he succeeds, his team gets a point; if he does not, the card is put back into the pile. This game may be played at the end of each experience and varied by the addition of the new vocabulary words. Example: The student picks a card with the word "ça" written on it. He says "Ça va" and his team gets a point.

Faire-une-phrase (Baseball)

Follow the instruction for Faire-une-phrase using a baseball diamond.

Sports Pantomime

Divide the class into two teams. The first team pantomimes a sport and the second team calls out the name of the sport in French. For every second they use up, they get one point. For example, if it takes thirty seconds for a team to name the sport, they get 30 points. The lower score wins.

Daniel n'aime pas les os

Divide the class into teams. Each team in turn must complete the sentence "Daniel n'aime pas.. " with any vocabulary word that does not contain the sound "o." Example: "Daniel n'aime pas les vacances." The team gets one point for each correct completion.

Jouons à la marelle

Refer to Bonjour, mai, 1969. Use both plans of "la marelle."

Je voudrais être artiste

Divide the class into small groups. Have the first student in each group draw at the top of a paper the head of a person representing some profession and label his drawing in French. The student will fold the paper over and pass the sheet to the next person who will draw the top part of the body and label it, fold the paper over and pass it on. The next person will draw the lower part of the body and the next person will draw the feet. The last person will unfold the paper and show the class what kind of "artistes" were in the group.

Devinettes with gestures and pantomime: qu'est-ce que c'est? or qui est-ce?

Informal Form

The teacher presents the Devinette to the class using pantomime and gestures. At the end of the description the students raise their hands to volunteer the answer. There is no scoring.

Formal Form

1. The students line up in two teams (as for a spelling bee).

2. The teacher describes in French an object which the students should be able to name in French. To make the meaning clear, the teacher uses pantomime and gesture but does not point to the object itself; he may point to a color, size or shape of another object, or make any descriptive gestures.

3. At the end of the description, the student whose turn it is must name the object in French. If he can, he wins a point[1] for his team. He goes to his seat whether or not he is successful.

4. If he does not succeed, the next student on the opposite team must name the object.

5. If he does not succeed, anyone on the first team may volunteer. If his answer is correct, his team gains a point and he sits down; if it is incorrect, he sits down without gaining a point and any member of the opposite team may try. If no member of the first team has volunteered, the turn goes to the second team. If no one in the second team succeeds, the teacher gives the answer, then repeats and explains the description, and goes on to the next devinette.

6. When everyone is seated, the team with the highest score wins.

Examples

Il est grand et rond.
Il est bon à manger.
A l'extérieur il est vert.
A l'intérieur il est rouge.
Qu'est-ce que c'est? (un melon d'eau)

C'est un homme professionnel.
Il est généralement un spécialiste.
Il a généralement un costume blanc.
Il examine les malades.
Il travaille dans l'hôpital.
Qui est-ce? (un médecin)

C'est un sport.
Il est populaire en France.
Vous jouez à ce sport avec les pieds.
Ne touche pas le ballon avec les mains!
Qu'est-ce que c'est? (le soccer; le football français)

[1] Alternate scoring: Two points can be allowed, one for identifying the answer by gesture or drawing (no English), one for saying the French word.

Il est ovale.
Il est jaune à l'intérieur.
Il est blanc à l'extérieur.
Qu'est-ce que c'est? (un oeuf)

C'est un instrument de musique.
Elle est populaire avec les jeunes personnes.
Il est nécessaire de frapper les cordes de cet instrument.
Qu'est-ce que c'est? (une guitare)

Il descend la cheminée.
Il a un gros sac.
Il a une barbe blanche.
Il aime les enfants.
Il arrive à Noël. Qui est-ce? (le Père Noël)

C'est un garçon ou une jeune fille.
Il va à l'école.
Il est dans une classe.
Qui est-ce? (un élève)

C'est un groupe de personnes.
Ils demeurent dans une maison.
Il y a un père, une mère et des enfants.
Qu'est-ce que c'est? (la famille)

C'est une femme.
Elle est très belle.
Elle joue des rôles dans les films.
Qui est-ce? (une actrice)

C'est une grande ville.
Elle est en France.
Dans cette ville, un touriste regarde l'Arc de Triomphe.
Qu'est-ce que c'est? (Paris)

C'est une machine électronique.
Elle est importante pour la communication.
Vous écoutez et regardez cette chose.
Qu'est-ce que c'est? (la télévision)

C'est une fête française.
C'est une célébration patriotique.
Pour cette fête il y a des feux d'artifice.
Qu'est-ce que c'est? (le 14 juillet)

C'est une petite fleur.
Elle est blanche.
Son parfum est merveilleux.
C'est le symbole traditionel pour le 1 mai.
Qu'est-ce que c'est? (le muguet)

Il est rond mais pas gros.
Il est plat.
Il est en plastique.
Il est généralement noir.
Il tourne sur une machine.
Il fait de la musique.
Qu'est-ce que c'est?
(un disque)

Elle est grande.
Elle est comme une boîte énorme.
Elle a une porte et des fenêtres.
Elle a une cheminée.
La famille demeure dans cette grosse boîte.
Elle est pour la protection de la famille.
Qu'est-ce que c'est?
(la maison)

C'est un élève de cette école.
Cet élève est dans la classe de français.
Cet élève est intelligent.
Cet élève répond à la question:
Qui est-ce?
(moi)

C'est une classe.
Le professeur parle anglais.
Dans la classe les élèves écrivent les numéros.
Les élèves dans la classe comptent,
Ajoutent, multiplient et divisent.
(la classe de mathématiques)

Il est grand.
Il est dans votre maison.
Il est dans votre famille.
Il aime ses enfants.
Il est marié avec la mère.
(le père)

C'est un monument.
Elle est très haute.
De ce monument vous avez un panorama de Paris.
Qu'est-ce que c'est?
(la tour Eiffel)

Double Acrostic

Instruct the students to write the French word or words in the spaces provided. When they have completed the eight expressions, have them make a word from the last letter of each expression to discover where they are.

1. A friendly greeting to your best friend _ _ _

Anagramme

Direct the students to identify the letters missing from the clues and have them fill in the blanks that follow the clues. According to the number under each letter, ask the students to place them in numerical order and spell out a French message.

A. Il _ _ _ sympathique.
17 11 10

B. Com _ _ _ _ allez-vous?
1 7 3 16

C. Ma soeur et mon f_ _ _ _.
13 5 6 8

D. Le football est un _ _ _rt.
9 4 2

E. Grand ou pe_ _t?
12 14

F. Fran _e.
15

Choisissez un métier

Mount pictures of professions on index cards. The student will pick out a card and act out the pictured profession for the rest of the class. After the class guesses his pantomime, the student is asked: "Aimes-tu ce métier?" He must reply: "Oui, je voudrais être..." or "non, je ne voudrais pas être.."

Les mots coupés en deux

Instruct the students to match the partial word or expression in Column A with its final portion in Column B and write the complete word on their answer sheets.

A	B	Réponses
1. mé	ris	1. _____
2. cathé	deaux	2. _____
3. Arc de	sin	3. _____
4. Tour	Blanc	4. _____
5. Mar	bourg	5. _____
6. Stras	drale	6. _____
7. Pa	Triomphe	7. _____
8. Mont	tro	8. _____
9. Bor	seille	9. _____
10. Maga	Eiffel	10. _____

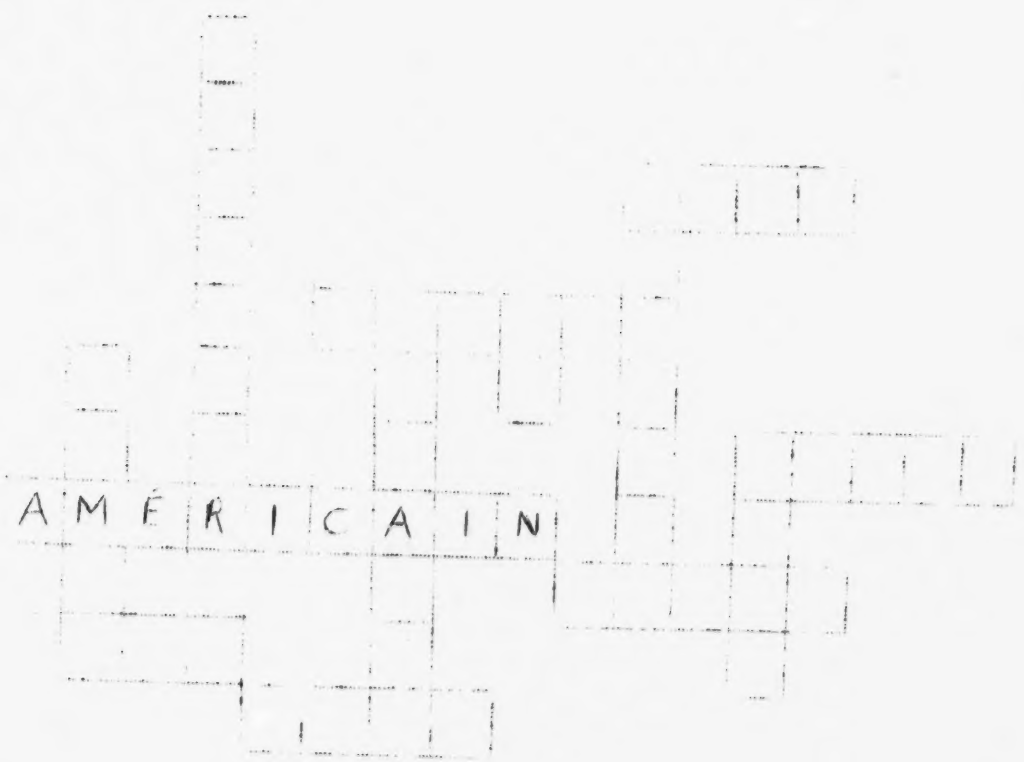
Quel sport?

See Bonjour, avril, 1969. Each student finds the pair of objects which correspond to a sport. He then writes the name of the sport on his answer sheet.

Placer-le-mot

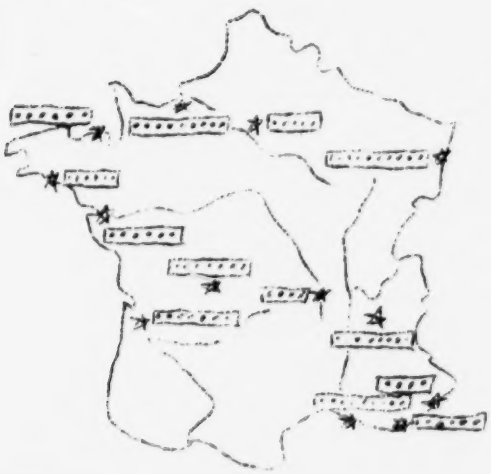
Arrange the following words in the puzzle. Notice that the key word "américain" is already placed in its proper position.

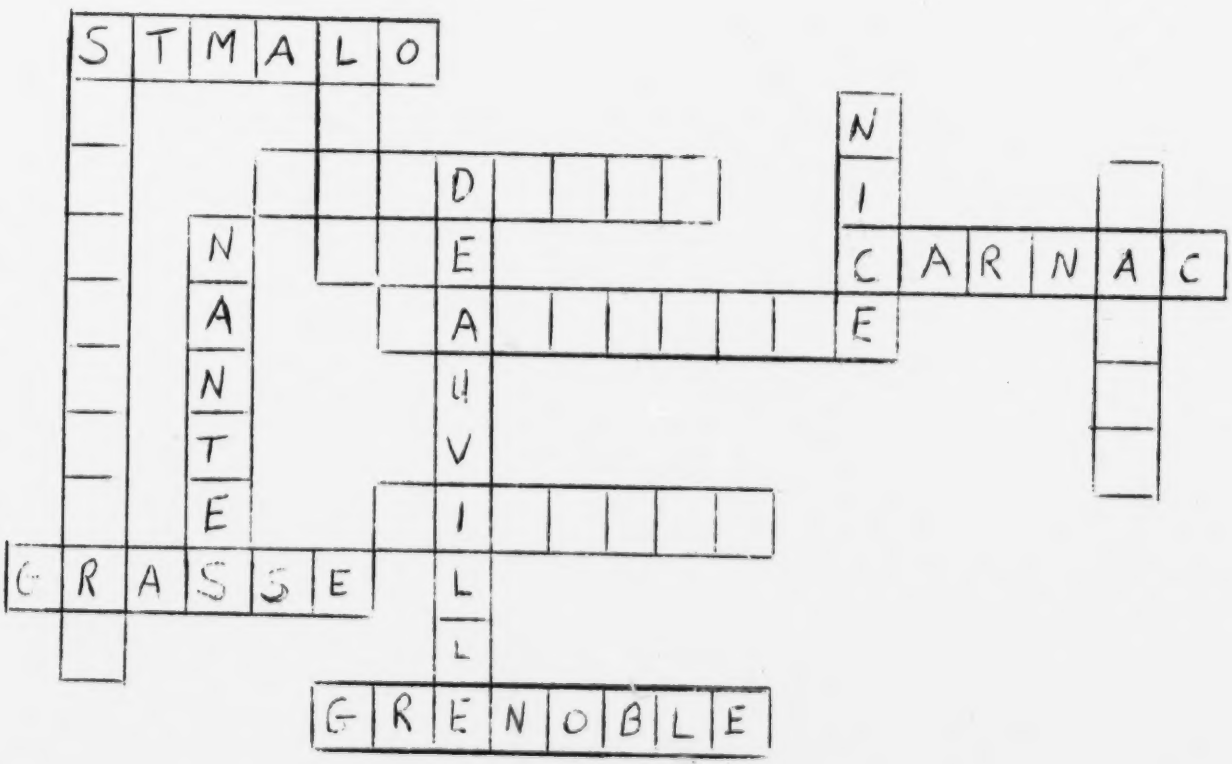
2	3	4	5	6	7	8	9
ça	est	bien beau mère	homme mince frère	garçon	aimable bonjour	monsieur	américain



Les villes en France I

Have the students complete the map. (Cities not yet presented are already filled in.) Using the names of all the cities, complete the diagram.





Les Villes en France II

The names of thirteen French cities are hidden in this puzzle. Can you find them all? Draw a circle around the name of the city.

M S R G Z M R Q T S S T O B D R A
K E T T H R L S Y I N S I U E D B
L H K R B N U O R G A S T M A L O
H V C C A R N A C E L R H A U A R
O D M N G S P D U I Y U B R V M D
R N T E G T B L M R O M U S I P E
J E Y W R J F O E B N I C E L V A
S A P A A G G H U U H R D I L N U
W U N X S E K C M R E U X L E O X
Q F J M S O W I D W G P S L N F Y
I B G R E N O B L E U V T E Y A Z

Les Villes en France II

Key

M S R G Z M R Q T S S T O B D R A
K E T T H R L S Y I N S I U E D B
L H K R B N U O R G A S T M A L O
H V C C A R N A C E L R H A U A R
O D M N G S P D U I Y U B R V M D
R N T E G T B L M R O M U S I P E
J E Y W R J F O E B N I C E L V A
S A P A A G G H U U H R D I L N U
W U N X S E K C M R E U X L E O X
Q F J M S O W I D W G P S L N F Y
I B G R E N O B L E U V T E Y A Z

Message en code

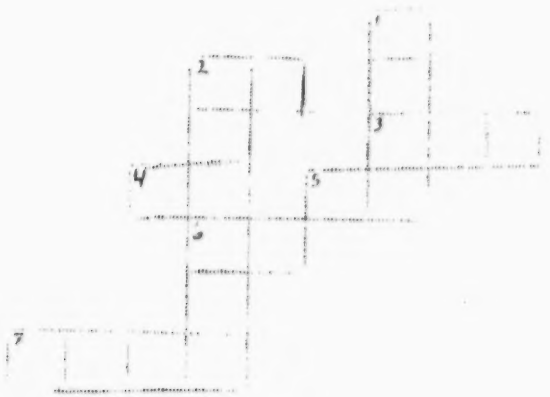
Direct the student to complete the following expressions, putting the letter in the appropriately numbered box and read the resulting hidden message beginning with number one.

1. (1)(16) (17)'(11)PPELLE PAUL
2. PAR(19)S EST (6)(22) F(8)A(15)CE
3. (18) LA CA(5)PAGN(2)
4. (10)ANS LA R(7)(4)
5. LE(20) ETATS-(14)(12)I(13)
6. (3)ANS L'H(21)T(9)L

Loto

Give a ditto to each student on which are 20 vocabulary items selected from the conversational frames, and a grid composed of 16 squares. The student writes a vocabulary item in each block in random order. When the class has completed this task, the teacher pronounces each of the vocabulary items. As they are pronounced, the student places an "X" over the word. The first student to have 5 "X"s in a straight line is the winner.

Mots croisés #1



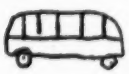
Horizontalement

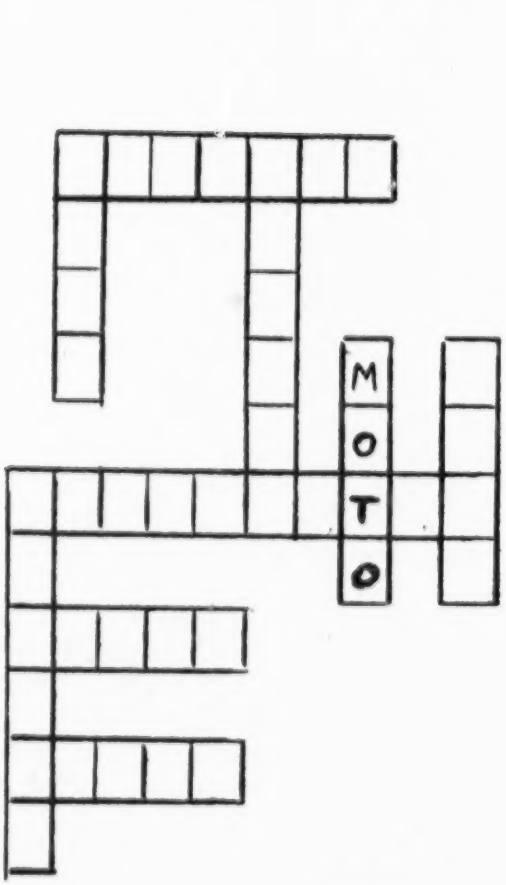
1. Lettre initiale de la capitale française
2. Note de musique #4
3. Négation, 2e partie
4+5. Expression de salutation
6. Négation, 1e partie
7. Prénom féminin (Anne, Jacques, Diane, Marc, Marthe, ou Charles?)

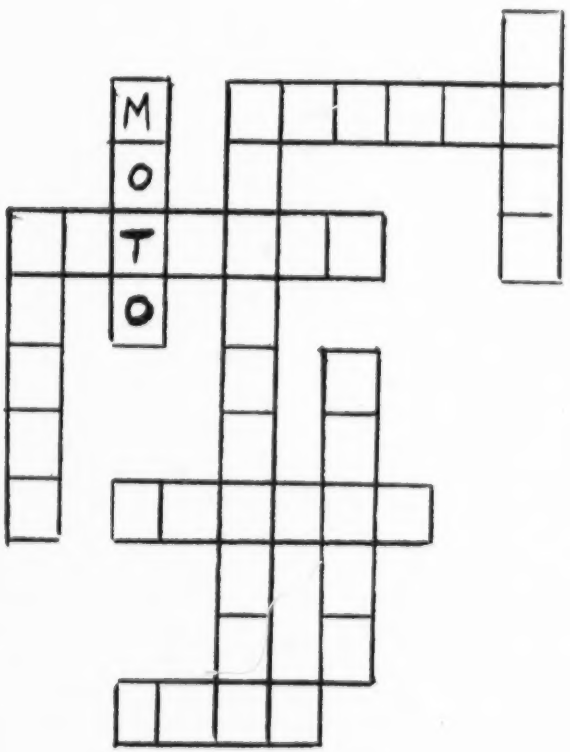
Verticalement

1. Parent masculin
2. Nation européenne

Les moyens de transport

à ____	en ____	en ____	par le ____
à ____	en ____	en ____ 	à ____





ME VOICI

Bon . Je suis un américain.

J'ai 11 ans. Je demeure aux . Je suis un

à une grande . Je suis dans la classe de .

J'aime étudier L' , l' , et les

$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$. J'aime jouer au et au .

Le soir je suis à la . J'aime ,

jouer de la et . Le soir j'aime

.

Quel est le message?

Proceed from "commencement" and continue in any direction (horizontally, vertically or diagonally), spelling out a French message.

Commencement →

J	E	V	O	U
S	V	R	G	E
T	O	Y	A	P
U	A	L	R	A
B	T	E	E	A
O	R	A	C	V
A	S	I	N	U

↑ Fin

Commencement ↓

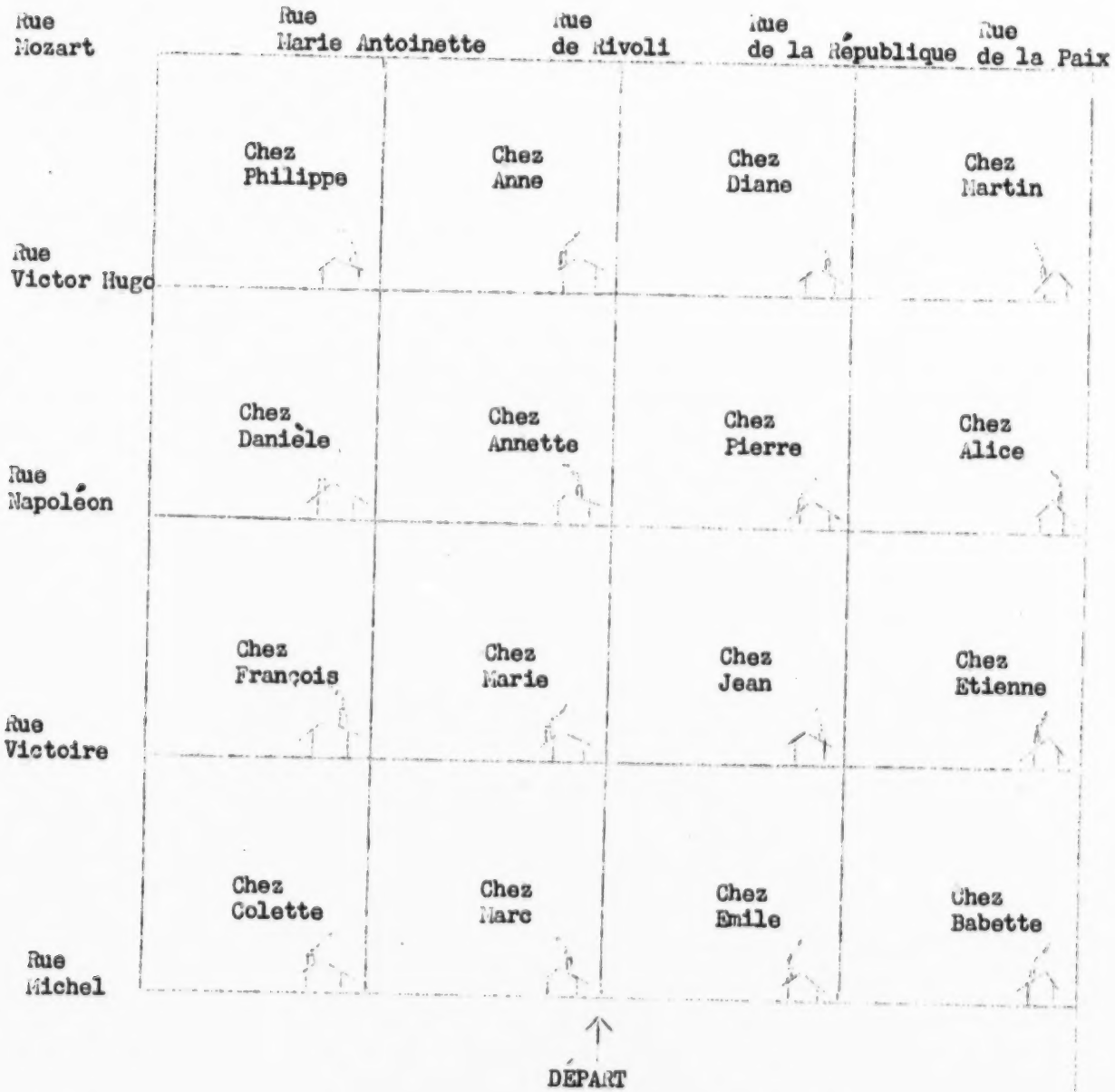
E	U	M	A	T	S
A	R	P	M	I	U
T	E	R	E	R	P
R	T	C	V	K	O
A	V	A	I	L	L
U	I	E	T	C	E
P	U	Q	E	H	W
I	O	M	Z	N	D

↑ Fin

Key: #1 - Je voyage par le train. #2 - Ma mère travaille chez moi.

Où sommes-nous?

Give each student a "plan de ville." Give directions orally (ex: tournez à droite, tournez à gauche, allez tout droit). Stop at any time and give a point to the team which has a member who can tell you at which house you stopped.



Le jeu de piscines (En France il y a des piscines partout)

First day:
1. The class is divided into two teams.
2. Each student draws a card at random; pink cards for one team, green cards for the other team.
3. The student copies from the card onto notebook paper the name of his vacation city and the features to be enjoyed there.
4. In turn, students from each team point out their cities on the classroom map. (The "chaud-froid" technique can be used to help the student find the city.)
5. Each student shows the score on his card to the score-keeper.
6. He receives an extra point if, and at this time only, he remembers to say "Pour nager dans la piscine," since in France every city has a swimming pool.
7. He returns his card to the teacher.

The team with the most points wins.
The game may end here or may be continued on successive days as follows:

The teacher announces that anyone may gain extra points by finding more information about his city, by talking to people who have been there, or by studying road maps, topographical maps, encyclopedias, magazines and books on France.

Second day: The class has a period of research in the library. Each new item, written up in French or in English, adds one point to the score of the student.

Third day: The validity of the extra points is discussed in class, and the points are retallied. The team with the most points wins.

Tu as chaud! Tu as froid!

The student tries to locate a city on the map of France. If he points to a spot quite far from the actual location, the teacher says, "Tu as froid!" As the student gets closer to the correct spot, the teacher says, "Tu as chaud!" This game may be adapted to other activities and at times a student may assume the teacher's role.

Notice that this game continues from page 51 through 56.

LE JEU DE PISCINES

Key

Locate these cities on the large classroom map using the "chaud-froid" technique.

BON

POUR UNE SEMAINE EN FRANCE

à Nice

sur la Côte d'Azur (1 point)

1. Pour le Mardi Gras
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à St.-Tropez

sur la Côte d'Azur (2 points)

1. Pour nager à la plage
2. Pour voir les stars de cinéma
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Tours

sur la Loire (2 points)

1. Pour faire une excursion dans un petit bateau sur la Loire
2. Pour écouter le plus beau français de toute la France
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Carnac

en Bretagne (2 points)

1. Pour nager à la plage
2. Pour faire une excursion et pêcher à Lorient
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Reims

dans la Champagne (1 point)

1. Pour visiter les caves de champagne
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Biarritz

sur la côte des Basses-Pyrénées (2 points)

1. Pour aller à la plage
2. Pour passer la frontière en Espagne
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Strasbourg

dans le Bas-Rhin (3 points)

1. Pour manger du pâté de foie gras
2. Pour visiter la cathédrale
3. Pour passer la frontière en Allemagne
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Carcassonne

sur le canal du Midi (2 points)

1. Pour voir les fortifications
2. Pour aller en bateau sur le canal du Midi
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Clermont-Ferrand

dans le Massif Central
(2 points)

1. Pour faire du ski au Mont-dor
2. Pour pêcher dans les lacs
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Bordeaux

sur l'Atlantique (1 point)

1. Pour nager à la plage d'Arcachon
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Avignon

en Provence (2 points)

1. Pour danser sur le pont d'Avignon
2. Pour faire une promenade autour des anciens murs de fortification
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Saint-Malo

en Normandie (2 points)

1. Pour nager à la plage
2. Pour faire une excursion à Mont-Saint-Michel
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Chamonix

dans les Alpes (3 points)

1. Pour faire du ski
2. Pour faire de l'alpinisme
3. Pour chercher des fleurs des Alpes
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Epinal

dans les Vosges (2 points)

1. Pour faire du ski dans les Vosges
2. Pour faire du camping dans la forêt
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

près de Chartres

dans la Beauce (2 points)

1. Pour demeurer dans une ferme dans la Beauce
2. Pour voir la cathédrale
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

à Luz

dans les Pyrénées (2 points)

1. Pour faire du ski
2. Pour faire du camping dans la forêt
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

_____

_____

1.
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

_____

_____

1.
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

_____

_____

1.
2.
3.
4.
5.
6.
7.
8.

BON

POUR UNE SEMAINE EN FRANCE

_____

_____

1.
2.
3.
4.
5.
6.
7.
8.

Je voudrais

Je voudrais être comme le vent,
Partout chantant.
Je voudrais être comme le vent,
Partout dansant,
Comme le vent te loue, Seigneur,
Comme le vent.

Je voudrais être un blanc nuage,
Flânant au ciel.
Je voudrais être un blan, nuage,
Dans le soleil,
Comme le nuage cherche, Seigneur,
Ton visage.

Je voudrais être comme la flamme
Des feux de bois.
Je voudrais être comme la flamme
Des feux de joie,
Comme la flamme monte, Seigneur,
Tendue vers toi.

Je voudrais être comme une guitare
Au coeur chantant.
Je voudrais être comme une guitare
Ai cpeir vobramt.
Comme une guitare que tu puisses
Remplir de ta chanson.

From The Singing Nun

La Seine

Elle rou-coule, coule, coule,
Des qu'elle entre dans Paris!
Elle s'enroule, roule, roule,
Autour de ses quais fleuris!
Elle chante, chante, chante, chante,
Chante le jour et la nuit,
Car la Seine est une amante,
Et son amant c'est Paris!

La Seine est aventureuse
De Châtillon a Méry,
Et son humeur voyageuse
Flâne à travers le pays;
Elle se fait langoureuse
De Juvisy à Choisy,
Pour aborder l'âme heureuse
L'amoureux qu'elle a choisi!

Alouette

Refrain
Alouette, gentille Alouette,
Alouette, je te plumerai.

1. Je te plumerai la tête,
   Je te plumerai la tête,
   Et la tête, et la tête.
   Alouette, Alouette. Oh!
   (Refrain)

2. Je te plumerai le bec,
   Je te plumerai le bec,
   Et le bec, et le bec.
   Et la tête, et la tête.
   Alouette, Alouette. Oh!
   (Refrain)

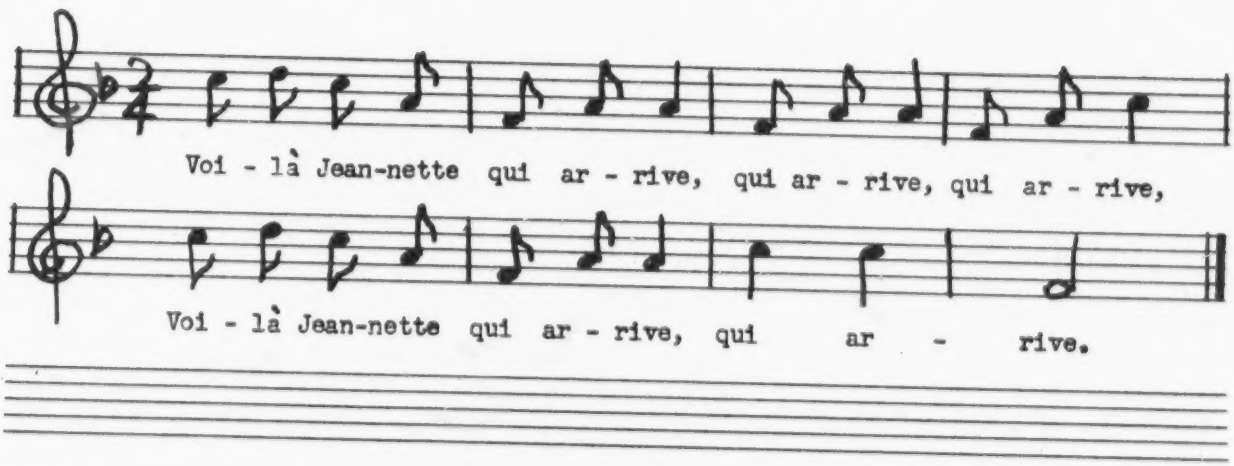
3. Je te plumerai le nez,
   Je te plumerai le nez,
   Et le nez, et le nez.
   Et le bec, et le bec.
   Et la tête, et la tête.
   Alouette, Alouette. Oh!
   (Refrain)

4. Le doz.

5. Les pattes.

6. Le cou.

Saute, Jeannette, Saute!



"Saute, Jeannette, Saute!"

Have two students turn the rope while the whole class sings:

"Saute, Jeannette, saute" (spoken)

1. Voilà Jeannette qui arrive, qui arrive, qui arrive,
   Voila Jeannette qui arrive, qui arrive.

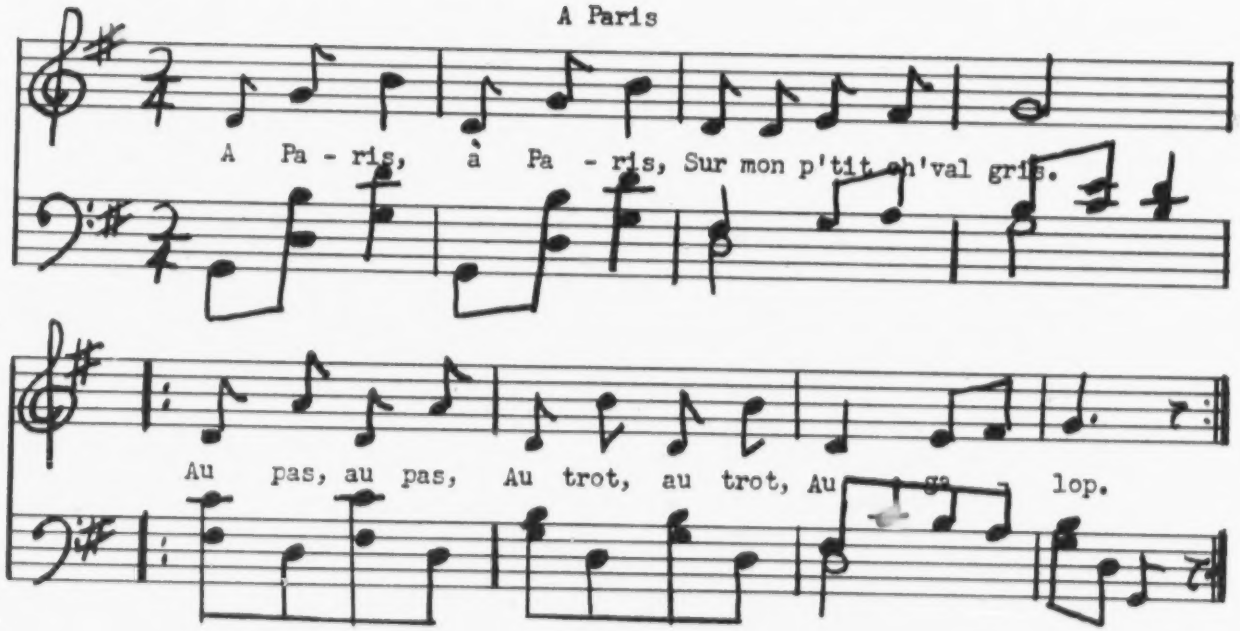
   (When the class wants Jeannette to lose her turn they call out:

   "Va-t-en Jeannette!"

(and sing)

2. Voilà Jeannette qui s'en va, qui s'en va, qui s'en va,
   Voila Jeannette qui s'en va, saute (*) saute.

   *Jeannette calls out the name of the next person, and song is repeated.

A Paris

II

A Verdun, à Verdun,
Sur mon petit cheval brun.
Au pas, au pas,
Au trot, au trot,
Au galop.

III

A Montrouge, à Montrouge,
Sur mon petit cheval rouge.
Au pas, au pas,
Au trot, au trot,
Au galop.

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1417 Sur le pont d'Avignon. Color, 6 minutes. 1951

1418 Cadet Rousselle. Color, 7 minutes. 1947

1712 Ces chers petits, Pt. 1. Color, 4 minutes

1712 Ces chers petits, Pt. 2. Color, 4 minutes

4110 La famille française Brunel. Black and white, 17 minutes, 1960

4113 Les trois ours. Color, 15 minutes. 1960

4116 Le Quatorze Juillet. Color, 15 minutes

4117 France-Molly visite ses cousins parisiens. Color, 19 minutes. 1960

4120 Aujourd'hui nous visitons Paris. Color, 20 minutes. 1963

4122 Frère Jacques. Color, 15 minutes. 1962

4125 Le pique-nique. Color, 15 minutes. 1962

5283 Une journée au lycée. Color, 16 minutes. 1962

5537 Arrivée d'Elisabeth. Color, 15 minutes. 1970

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5539 Départ en vacances. Color, 15 minutes. 1970

5540 Vacances en Bretagne. Color, 15 minutes. 1970

5541 Aventure en mer. Color, 15 minutes. 1970

5542 La rentrée. Color, 15 minutes. 1970

5543 Sur la tour Eiffel. Color, 15 minutes. 1970

5544 Feu vert. Color, 15 minutes. 1970

5545 Bricolage. Color, 15 minutes. 1970

5546 A Versailles. Color, 15 minutes. 1970

5547 Panne d'essence. Color, 15 minutes. 1970

5548 Le vieux Paris. Color, 15 minutes. 1970

5549 Bon anniversaire. Color, 15 minutes. 1970

5608 En promenade. Color, 15 minutes

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Outline of a Suggested Organization for Second Level French. 1968 (blue)

Outline of a Suggested Organization for Third Level French. 1971 (blue)

Outline of a Suggested Organization for Fourth Level French. 1966 (blue)

Outline of a Suggested Organization for Fifth Level French.

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Meeting Another Culture Through Language: French. 1972 (blue)